

GEOGRAPHY TEACHER TRAINING FOR YOUTH AND ADULT EDUCATION: CONJUNCTURE AND CHALLENGES TO PEDAGOGICAL PRACTICE

Abstract

The training of teachers for the Youth and Adult Education has been the subject of discussion in the most diverse instances. In this perspective, it is evident the need to understand, first and foremost, how this process has taken place in the educational context, above all by the formation of Geography teachers for this modality of teaching. This article aims to discuss and present conceptions and perceptions about the formation in Geography for Youth and Adult Education, and their implications in the pedagogical practices directed to this modality of teaching. From the research carried out in the Master's course, some concerns arise, where, in addition to other issues, the existence of "rites of passage", characterized by the process of becoming, for many different reasons, teacher of the Youth and Adult Education and its developments in pedagogical practice in Geography. It is understood that the present proposal is considered, methodologically bibliographical, from a qualitative approach. Thus, we highlight that, despite the existence of these rites of passage, in addition to the most diverse characteristics that compose them, we also highlight the permanence and development of pedagogical practices that do not meet the specificities of teaching and learning Geography in Youth and Adult Education. We also point out the necessity for a more focused look at the youth and adult education modality in geography undergraduate courses, aiming at a greater articulation and integration between the demands of students and the performance of the geography teacher in that modality.

Keywords: *Geography teacher training. Youth and Adult Education. Rites of passage. Qualitative research.*